

Locker  
Easy Method  
Writing  
by

W. C. Locker

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W. C. Locker

Book # 1.  
5¢

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A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Stop or pause at "x."

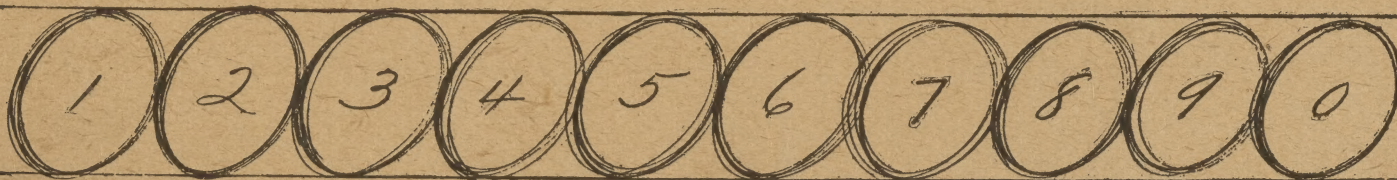
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Capital letters—

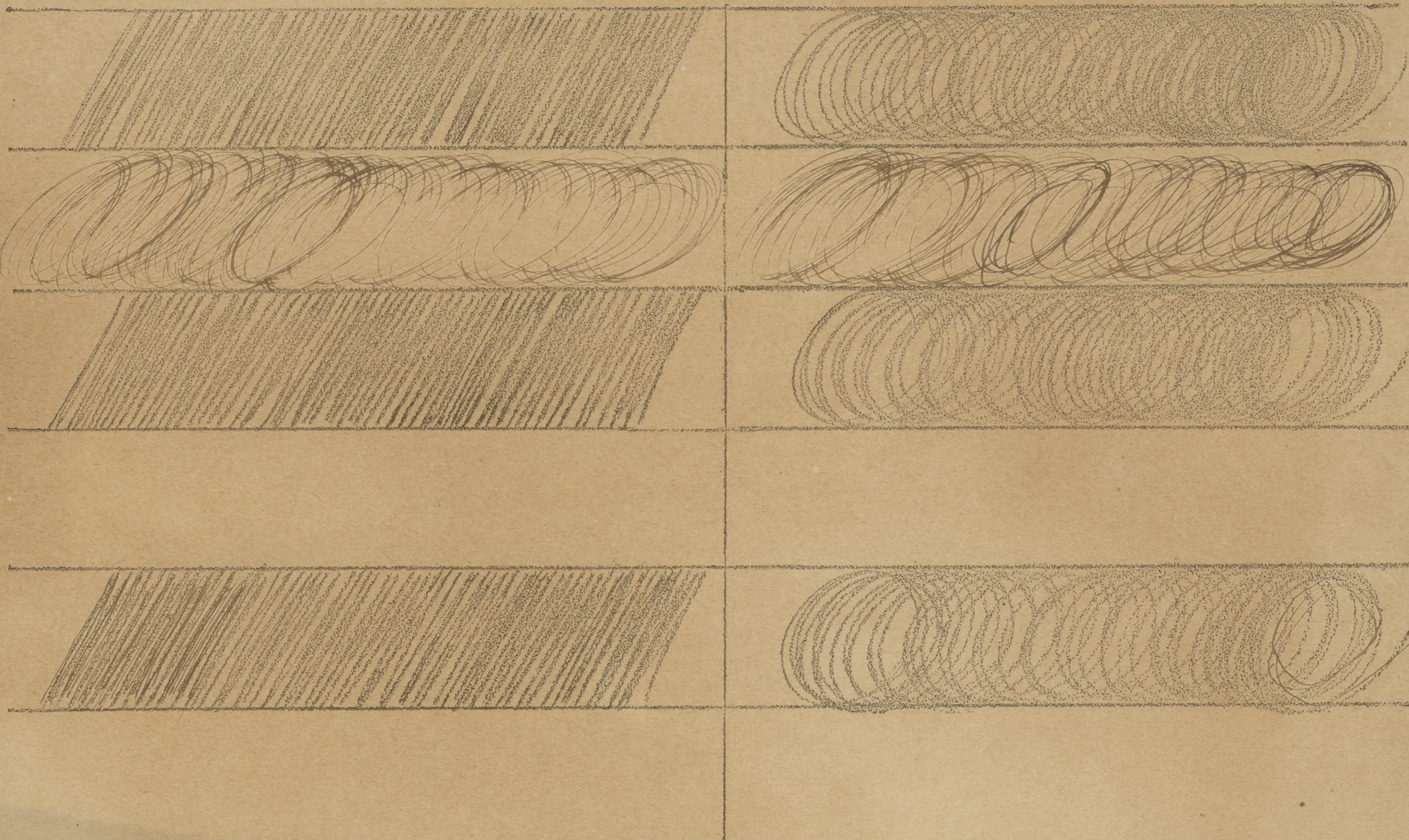
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



*To center  
of body*

- (1) Follow GENERAL INSTRUCTIONS closely—WATCH, position, body, arms, hands, feet, paper, pencil, movement.
- (2) Trace each exercise with dull end of pencil, using a rythmical count, 1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 2 1 2 3 4 5 6 7 8 9 3, and so on to 75, making 75 counts to half minute—counting downward strokes as you pull to center of body. Each section on this page should be done in 30 seconds.
- (3) Reproduce each exercise on blank lines below, following accurately above instructions.

*a*  
*m*

St  
Th  
here.  
practice  
master  
prevail,  
Cap  
Con  
Con

↙

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Stop or pause at "x."

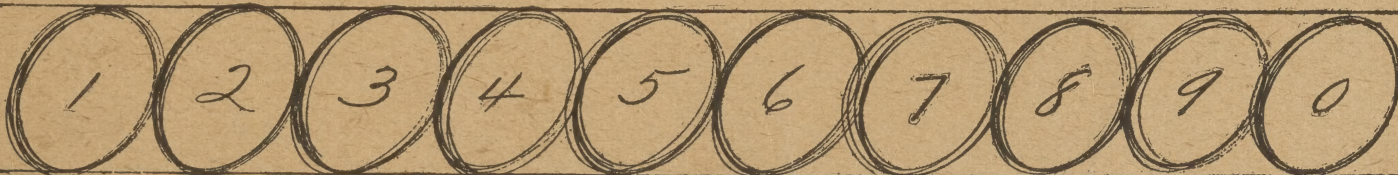
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Capital letters—

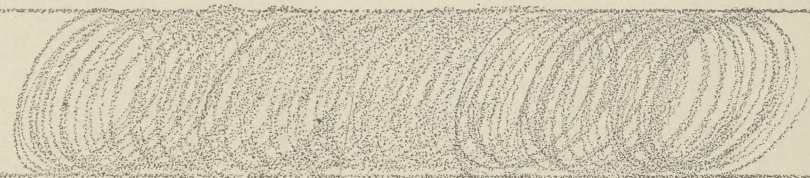
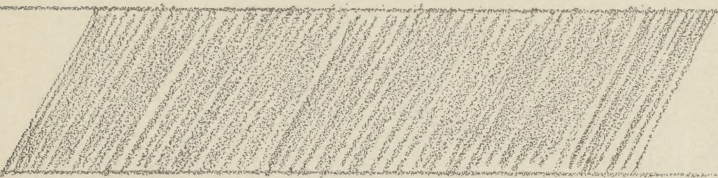
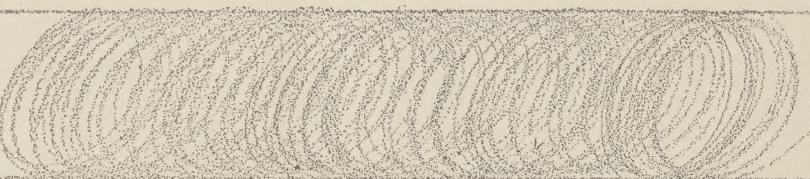
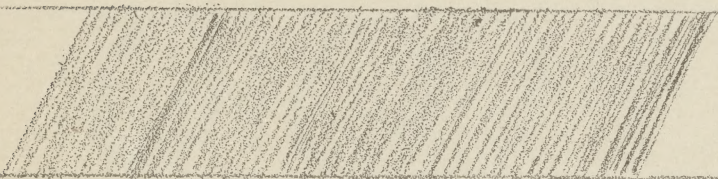
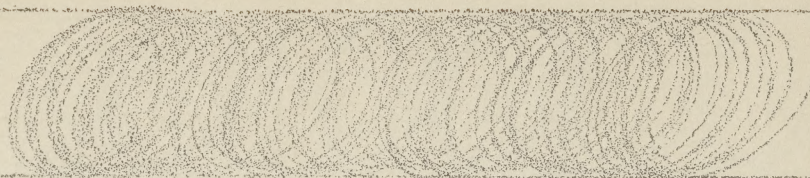
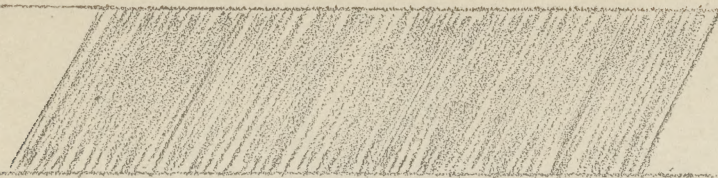
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



(1) Follow GENERAL INSTRUCTIONS

—WATCH.

(2) Proceed as on page A, except each section has 100 counts which should be done in 45 seconds.



To center  
of body

Sto  
Th  
here.  
practice  
mastered  
prevail,  
Cap  
Cou  
Cou

the

✓

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Stop or pause at "x."

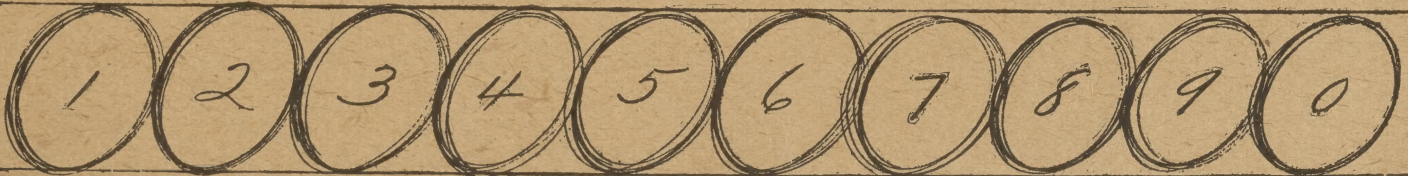
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Capital letters—

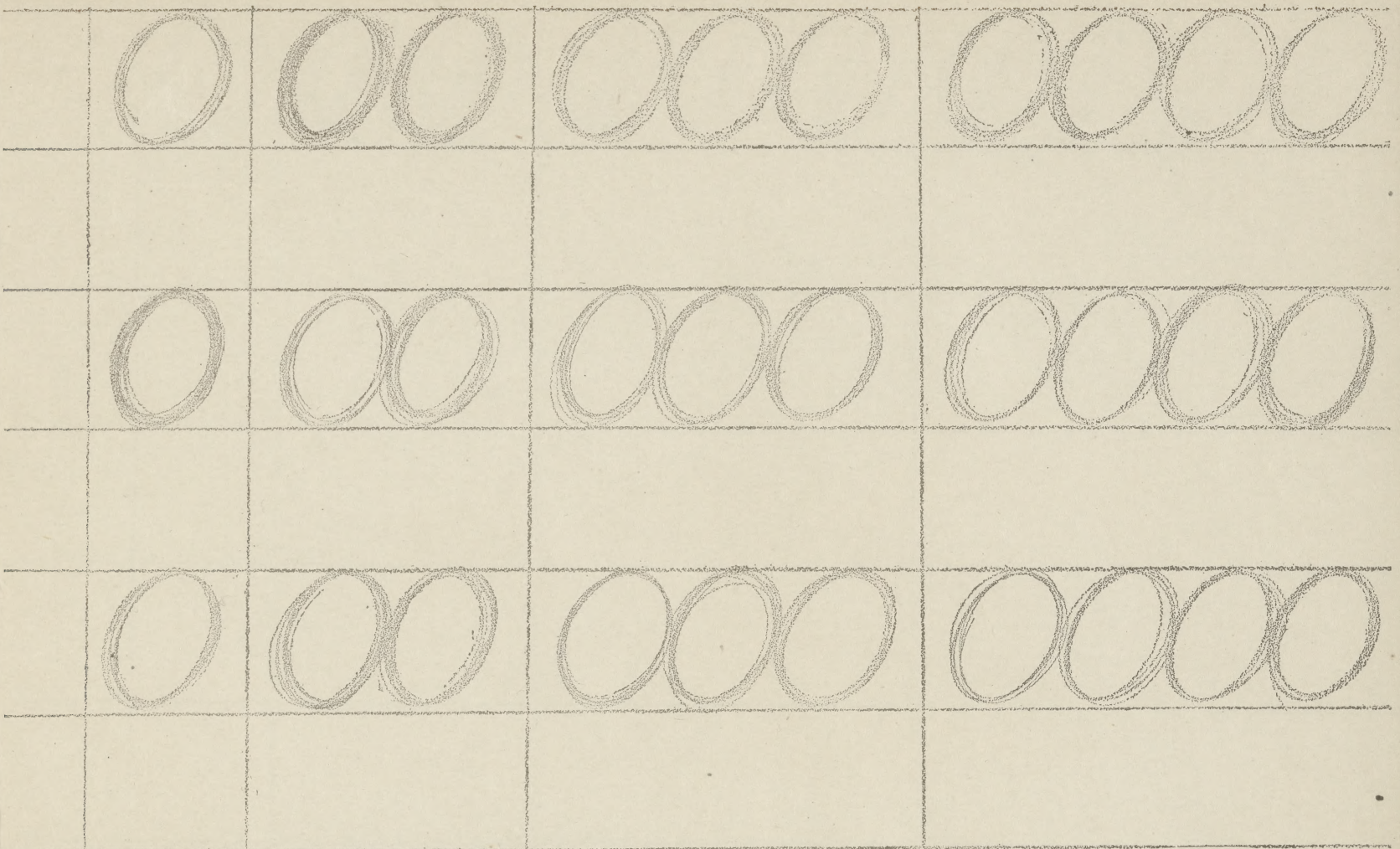
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



↓ To center of body

- (1) Follow GENERAL INSTRUCTIONS closely—WATCH.
- (2) Trace first oval 7 times with dull end of pencil, counting 1 2 3 4 5 6 7.
- (3) Reproduce below, using count given above. Proceed with each oval in the same way.

6  
a  
m  
Sto  
The  
here. A  
practice  
mastered  
prevail,  
Cap  
Cou  
Cou

the

m

Page 10

Page 11

Page 12

Page 13

Page 14

✓

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

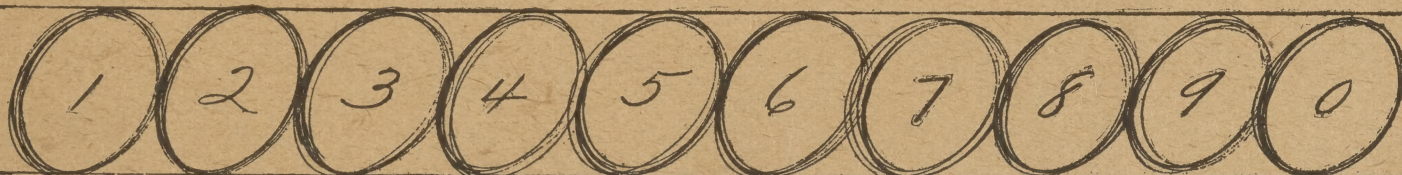
Stop or pause at "x."

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Capital letters—  
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.

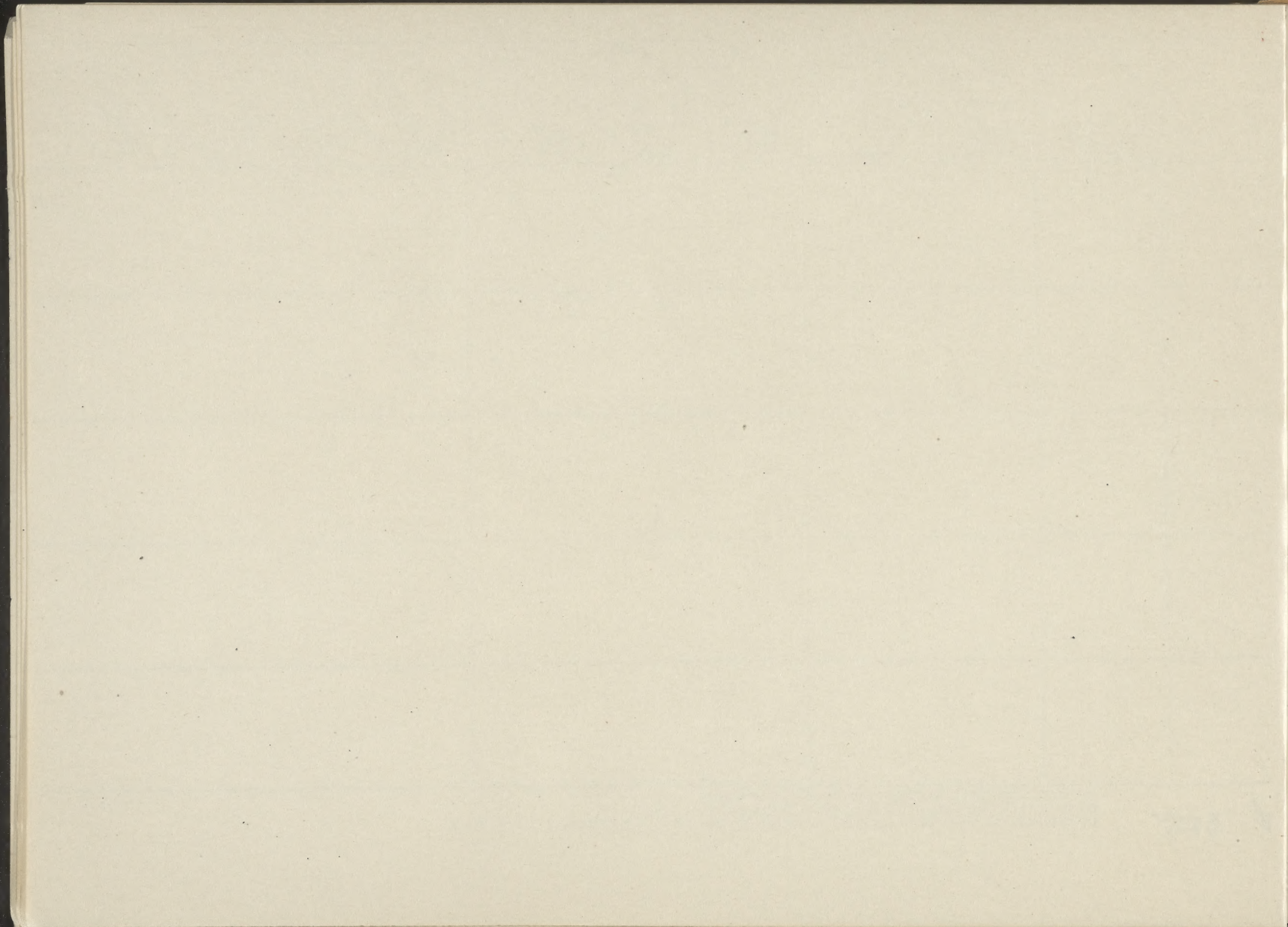


The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2


↓  
To center  
of body

- (1) Follow GENERAL INSTRUCTIONS closely—WATCH.
- (2) Trace each oval with dull end of pencil, following count below.
- (3) Reproduce on blank lines, the count should be—straight 1 2 3 4 5 6 7; round 1 2 3 4 5 6 7.

0  
a  
m  
St  
The  
here. A  
practice  
master  
prevail,  
Cap  
Cou  
Cou  
the



A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

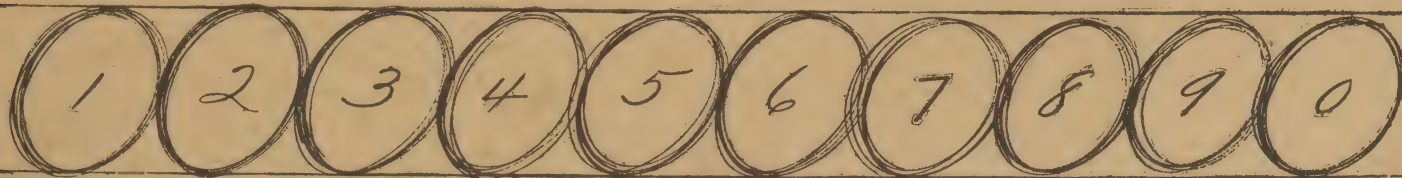
Stop or pause at "x."

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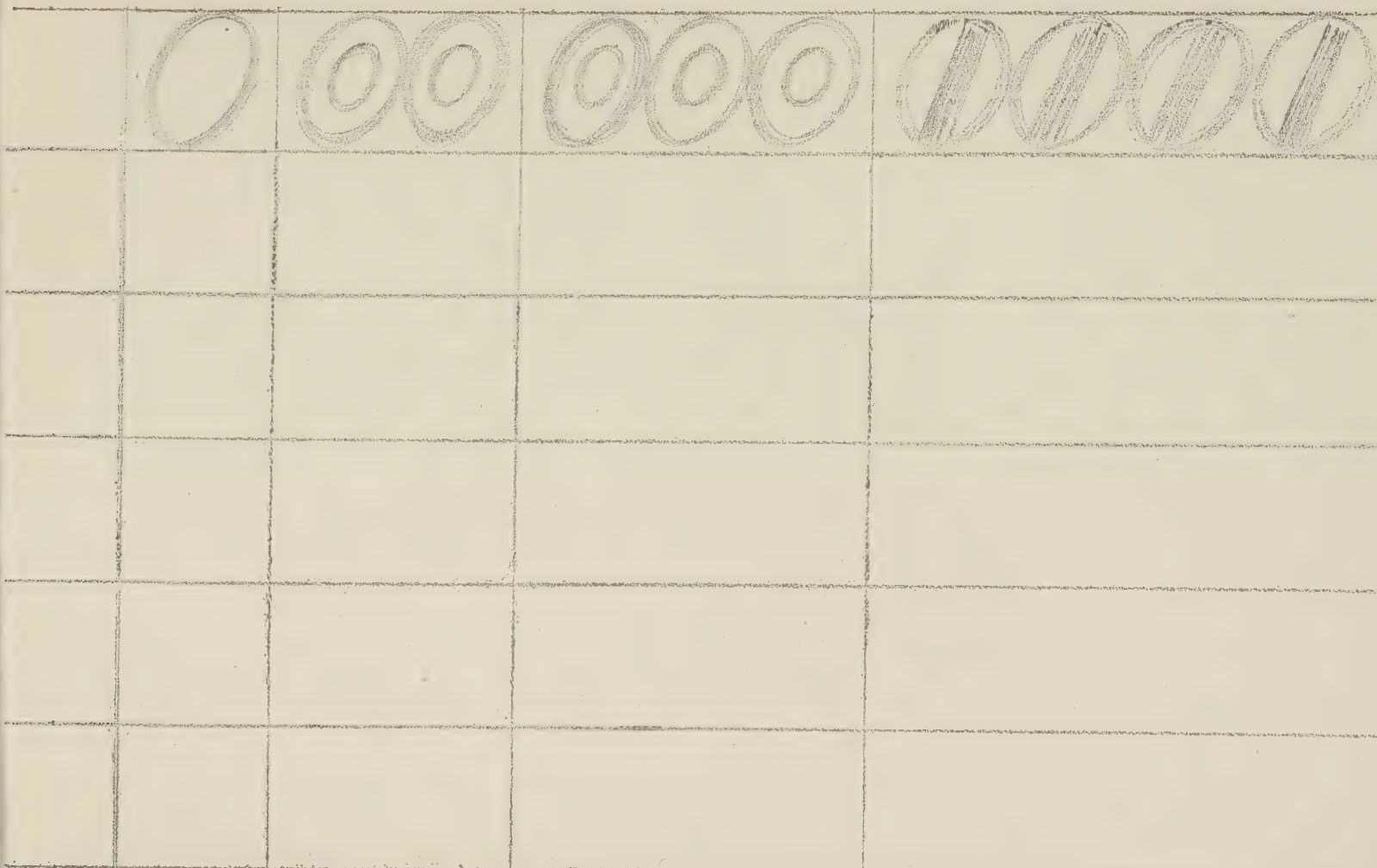
Capital letters—  
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



↓  
To center  
of body

(1) Follow GENERAL INSTRUCTIONS—WATCH.  
(2) Proceed as on page D—using same count for big and little ovals.

here.  
practic  
master  
prevail  
Ca  
Co  
Co

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

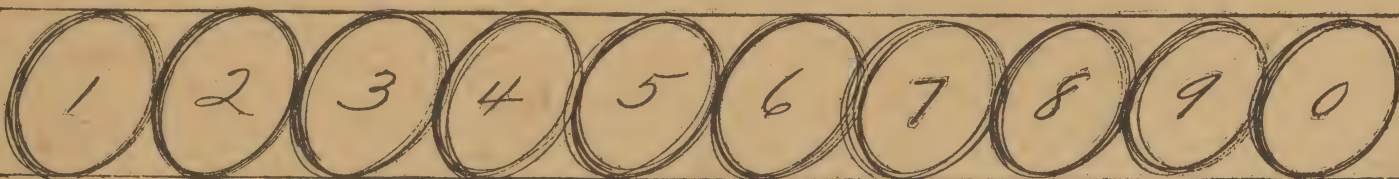
Stop or pause at "x."

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Capital letters—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
Count for same— 2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

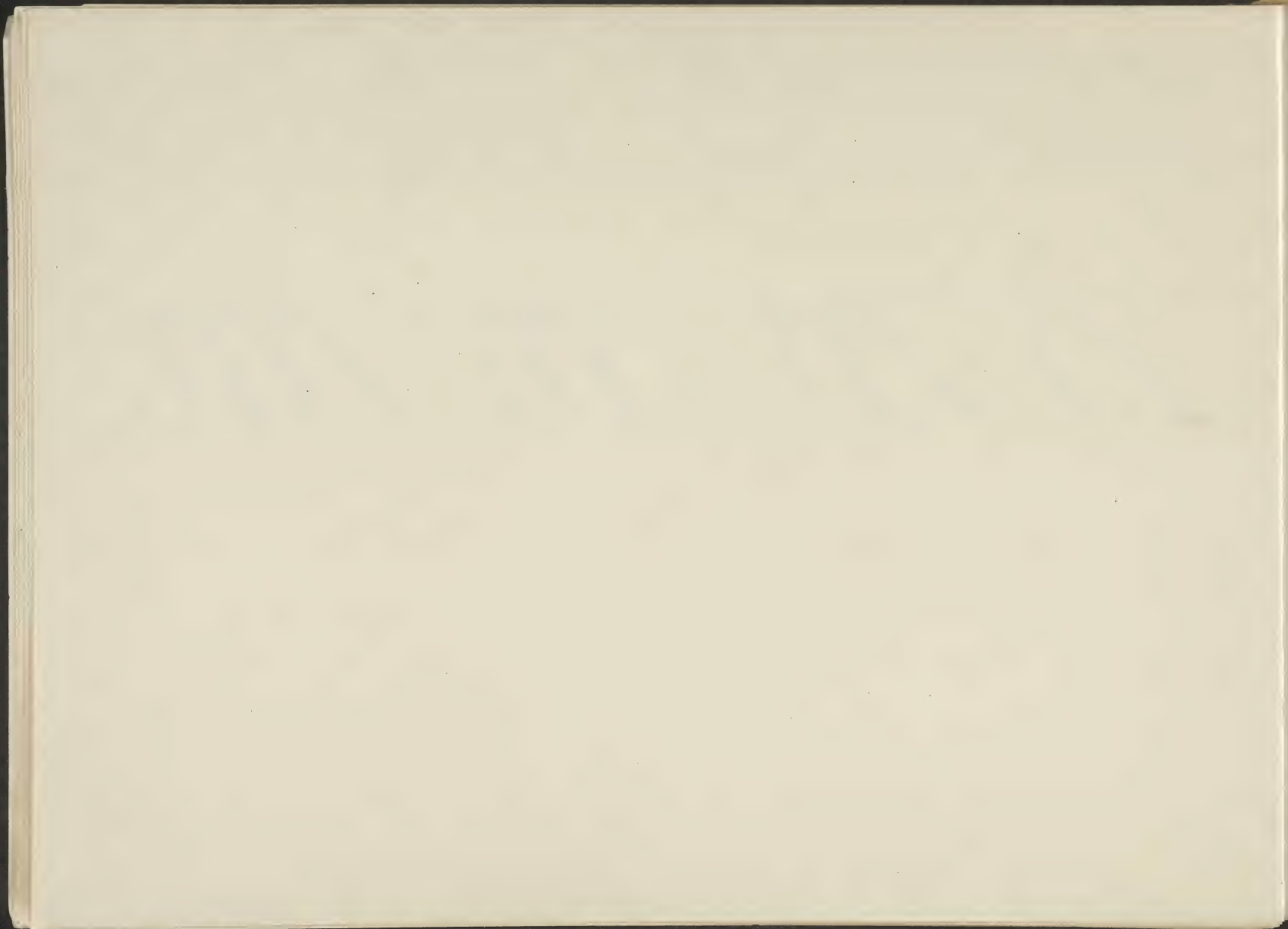
7

m m m m

↓ To center of body

- (1) Follow GENERAL INSTRUCTIONS—WATCH.
- (2) Trace with dull end of pencil the ovals and lines—Note the ovals are indirect, leading to movement required for "m." Count 100 for ovals and same for lines.
- (3) Reproduce, following above instructions.
- (4) Trace first section of "m" 10 times to count of "over, over, over," and so on to 10.
- (5) Reproduce in same way.

St  
Th  
here.  
practic  
master  
prevail  
Ca  
Co  
Co



A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

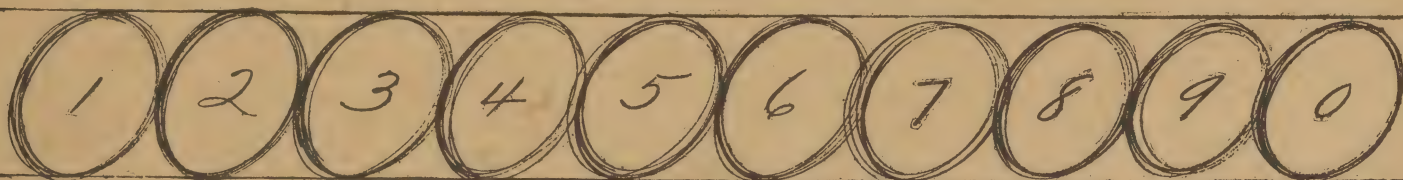
Stop or pause at "x."

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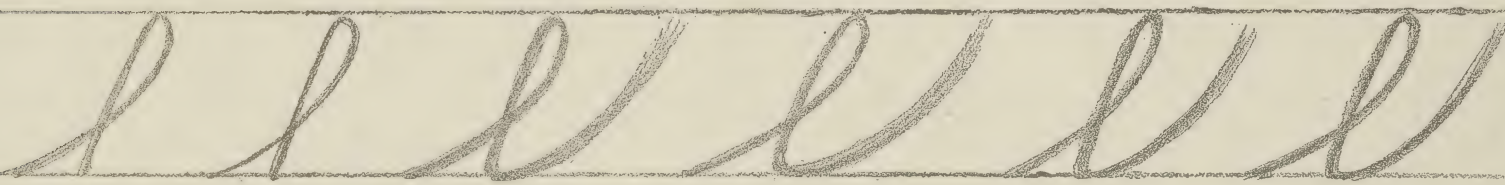
Capital letters—  
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



To center  
of body

- (1) Follow GENERAL INSTRUCTIONS—WATCH.
- (2) Trace and reproduce first line; same as on former pages.
- (3) Trace and reproduce "e," using count of "little e, little e," and so on.

*a\**

*m*

St  
Th  
here.  
practice  
mastered  
prevail,  
Cap  
Cou

Cou



A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

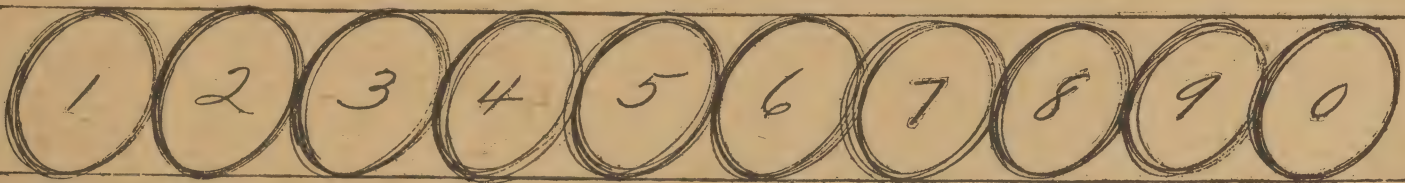
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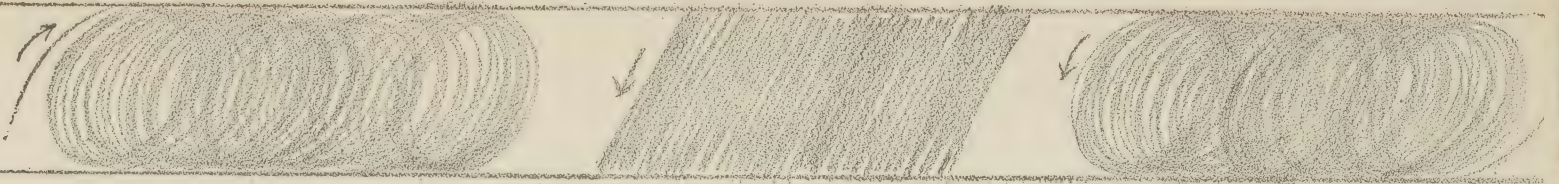
Capital letters—  
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



me me e

✓ To center of body

- (1) Follow GENERAL INSTRUCTIONS—WATCH.
- (2) Trace and reproduce top line; count 50 for each group.
- (3) Trace 10 times and reproduce "me" to count of "over, over, over, little e."

Sto  
The  
here. A  
practice  
mastered  
prevail,  
Cap  
Cou  
  
Cou

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Stop or pause at "x."

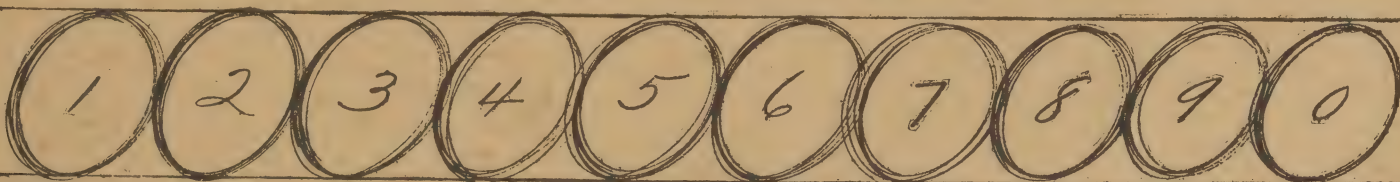
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Capital letters—

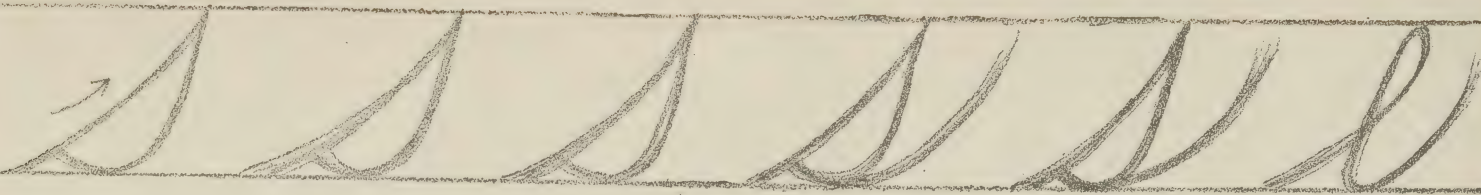
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



To center  
of body

- (1) Follow GENERAL INSTRUCTIONS—WATCH.
- (2) Trace 10 times, and reproduce "s" to count of "sharp top, sharp top," and so on.
- (3) Proceed with lines 2 and 3 in same manner, counting "sharp top, little e, little e."

a\*

m

St  
Th  
here.  
practice  
master  
prevail,  
Cap  
Cou

Cou

the

the

✓

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

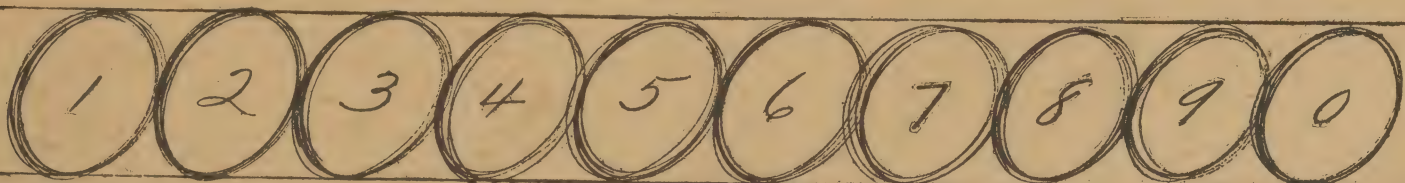
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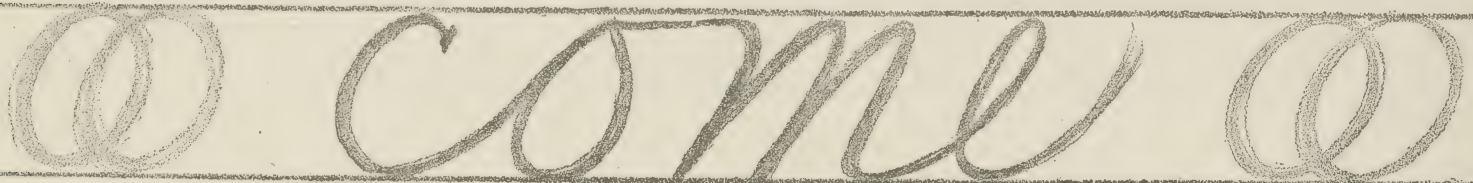
Capital letters—  
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



To center  
of body

- (1) Follow GENERAL INSTRUCTIONS—WATCH.
- (2) Trace 10 times and reproduce "c" and "o." Count for c, "dot c," or "dot around" and for o, "stop-at-the-top," or "round-o-swing." Observe stop at "x."
- (3) Proceed with "come" in same manner.

a<sup>\*</sup>

m

Sto  
Th  
here.  
practice  
mastered  
prevail,  
Cap  
Cou  
Cou

the

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Stop or pause at "x."

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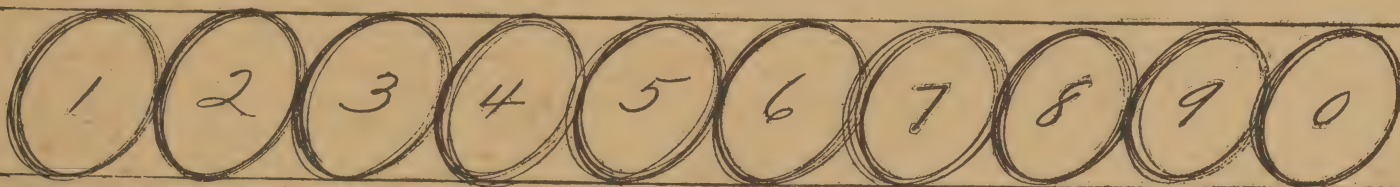
Capital letters—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Count for same—

2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

come see me

Come to see me

To center  
of body

(1) Follow GENERAL INSTRUCTIONS—WATCH.

(2) Trace "come" 10 times and reproduce to count of "dot c, round-o-swing, over, over, over, little e."

(3) Proceed with each word in same manner. You have had all these words except "to, count, curve, stright, round-o-swing."

Page K.

a<sup>\*</sup>

m

St  
Th  
here.  
practice  
master  
prevail,  
Cap  
Cou  
Cou



A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Stop or pause at "x."

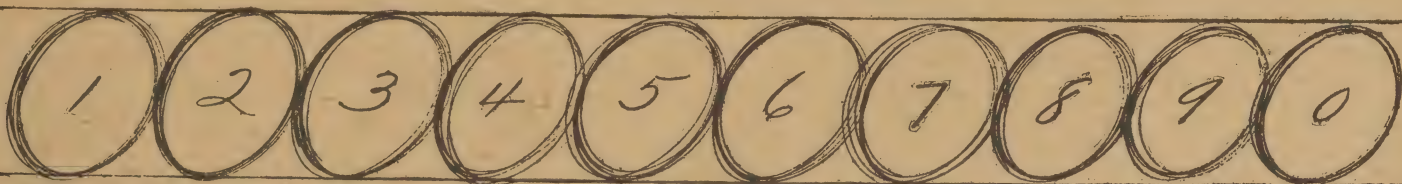
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Capital letters—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for same—

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

See the sun

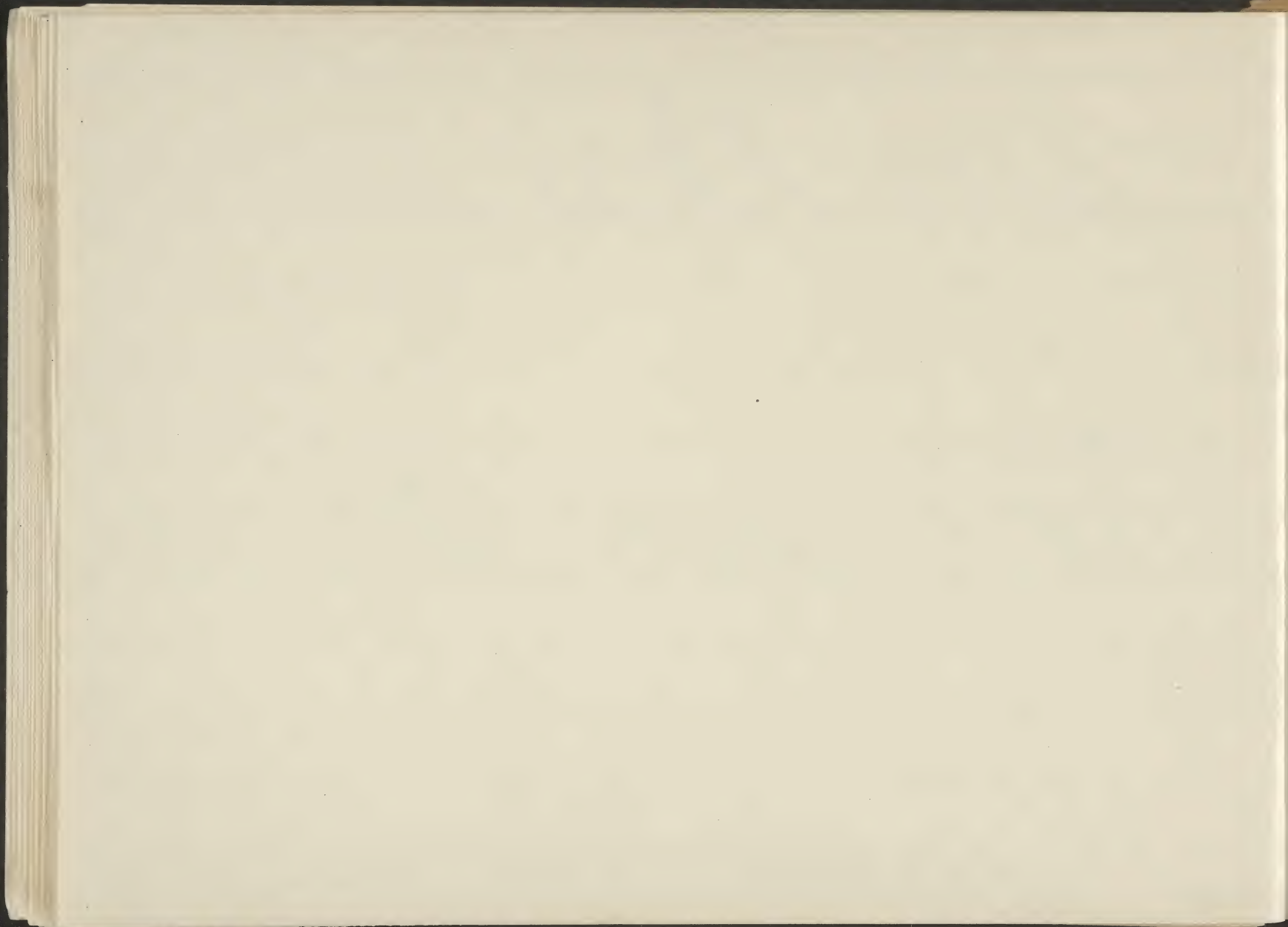
The sun shines

(1) Follow GENERAL INSTRUCTIONS—WATCH.

(2) Trace "See" 10 times and reproduce below to count of "capital S, e, e," and so on with each word, using rhythmical count for each letter.

(3) Observe stop at "x."

St  
Th  
here.  
practic  
master  
prevail  
Ca  
Co  
Co



A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

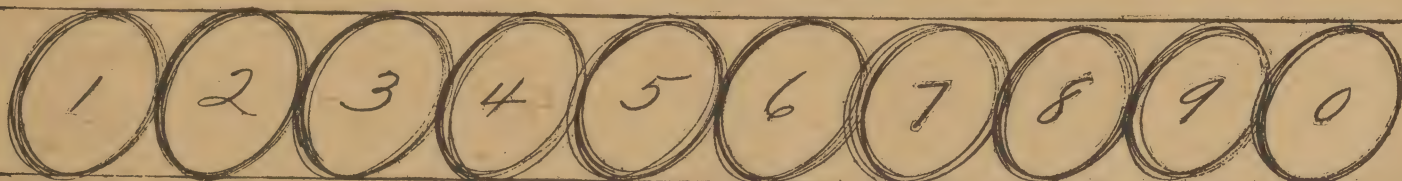
Stop or pause at "x."

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Capital letters—  
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

A boy can run

A bee can fly

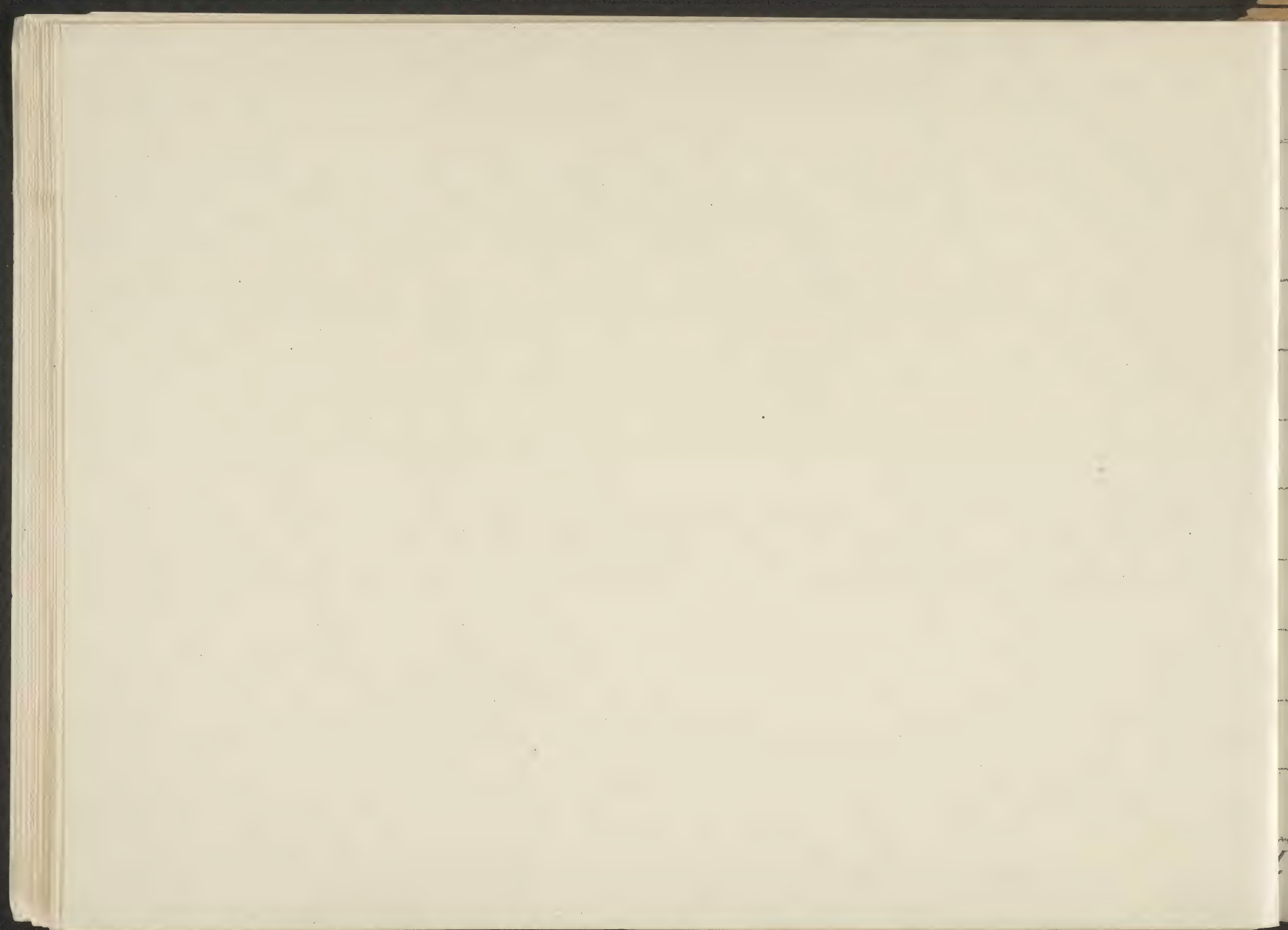
↓ To center of body

(1) Follow GENERAL INSTRUCTIONS—WATCH.

(2) Trace "A" 10 times, observe stop at x, and reproduce below; count "capital A."

(3) Proceed with each word in same manner. Note the upward stroke in "i" is STRAIGHT. A good count is "over, straight, back-swing. Be sure to stop at the top.

*a*  
*m*  
ST  
TI  
here.  
practic  
master  
prevail  
Ca  
Co  
Co



A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

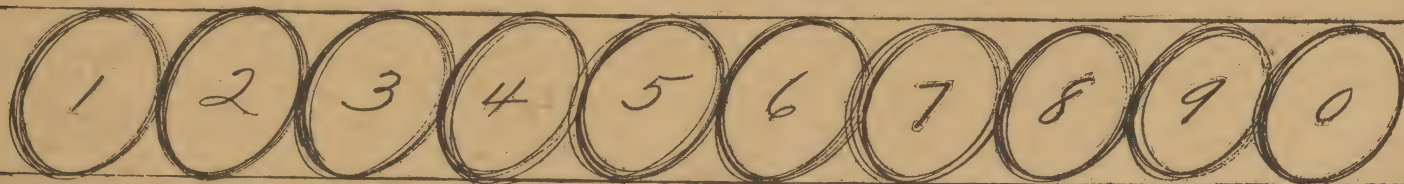
Stop or pause at "x."

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Capital letters—  
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

I can write. I

To center  
of body

- (1) Follow GENERAL INSTRUCTIONS—WATCH.
- (2) Proceed as on former pages.
- (3) Study beginning and finishing strokes. Suggestive count for the word WRITE—"w-r-i-t-e."

*a*  
*n*

Stop  
The  
here. A  
practice d  
mastered i  
prevail, an  
Capita  
Count

Count

the fi

To  
of

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Stop or pause at "x."

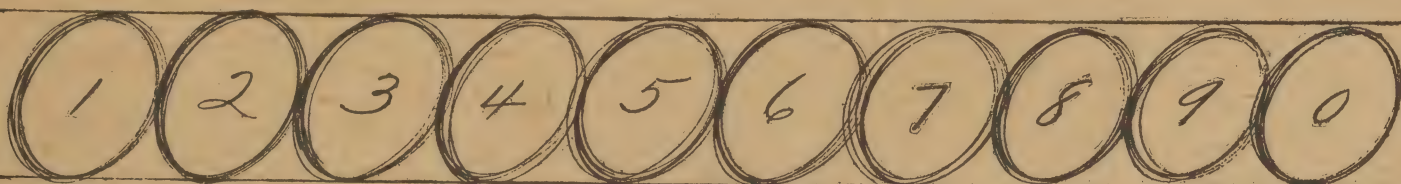
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Capital letters—

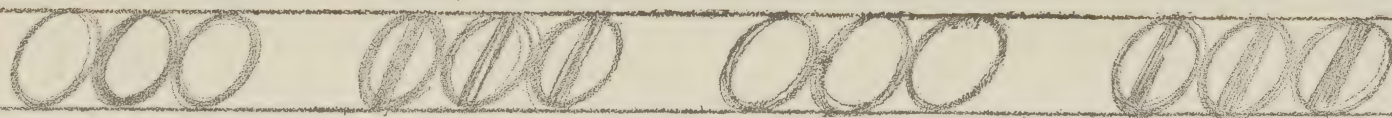
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for same—

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



I use my arm

*a*  
*n*

Stop  
The  
here. A  
practice d  
mastered i  
prevail, an  
Capita  
Count

Count

the fi

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

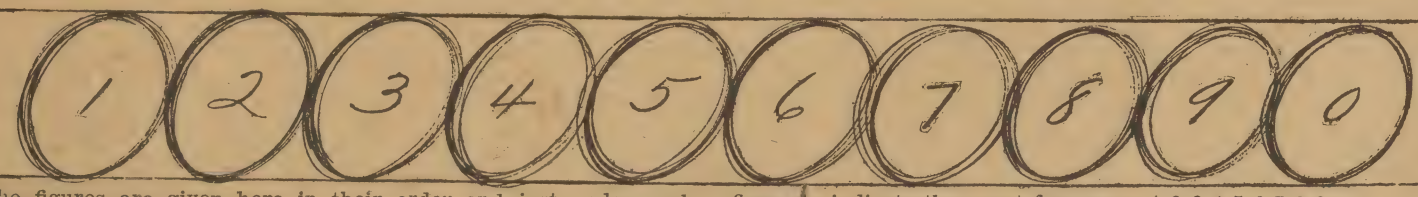
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2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

My pad is new

I like to write

*a\**

*n*

Stop  
The  
here. A  
practice  
mastered  
prevail, a  
Capit  
Coun

Coun

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

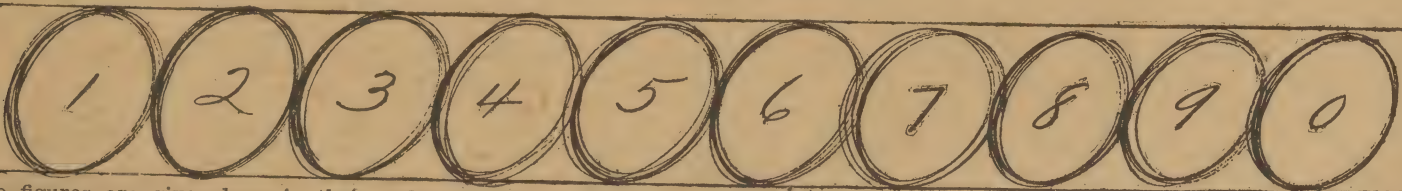
Stop or pause at "x."

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Count for same—

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2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

My top is new

O see it spin

*a*  
*n*

Stop  
The  
here. A  
practice o  
mastered  
prevail, a  
Capit  
Count

Count

the f

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Stop or pause at "x."

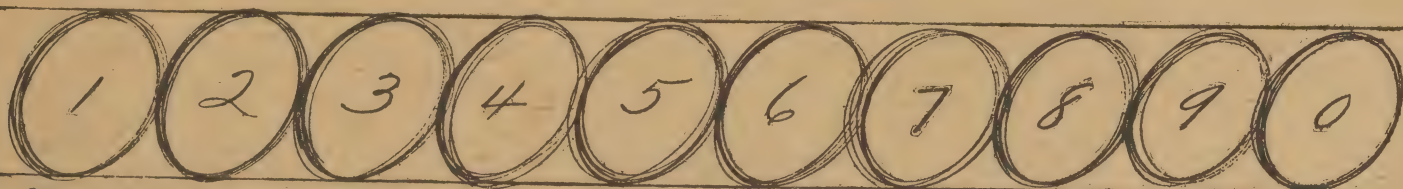
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2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for same—

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

The sea is blue

*a\**  
*n*

Stop o  
The t  
here. A t  
practice du  
mastered in  
prevail, an  
Capita  
Count

Count

The fi

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

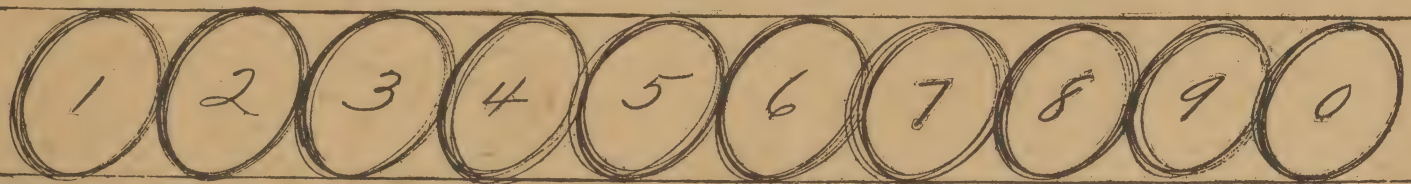
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2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



We work by day

and sleep at night

a\*

n

Stop  
The  
here. A  
practice o  
mastered  
prevail, a  
Capit  
Count

Count

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

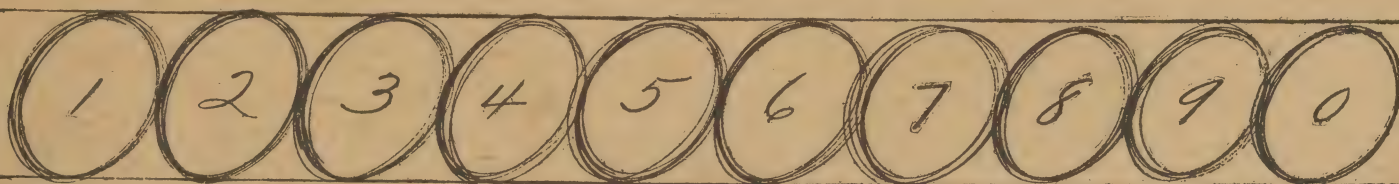
Stop or pause at "x."

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The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

I read and write

I write with ease

*a*  
*n*

Stop  
The  
here. A  
practice o  
mastered  
prevail, a  
Capit  
Count

Count

the f

To  
of

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

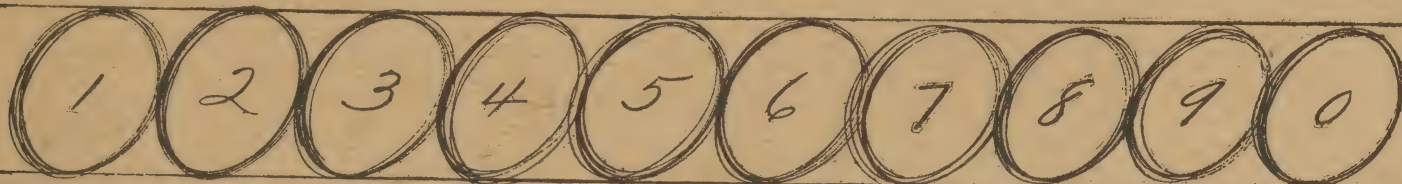
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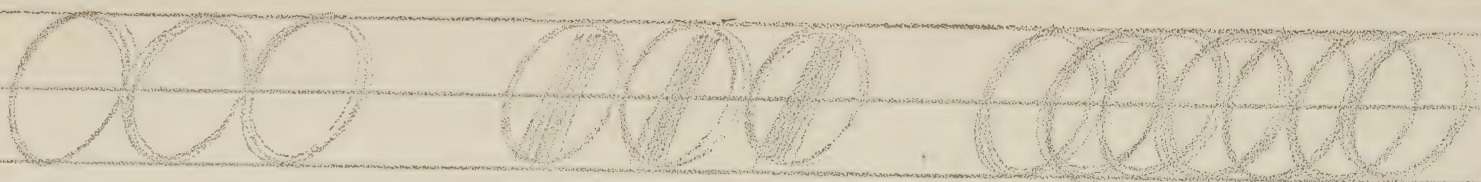
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Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



To center  
of body

- (1) Follow GENERAL INSTRUCTIONS—WATCH.
- (2) Proceed as with previous pages.
- (3) Be sure that all pupils work in same time and follow count accurately.

*a*  
*n*

Stop o  
The t  
here. A t  
practice d  
mastered in  
prevail, an  
Capital  
Count

Count

The fig

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Stop or pause at "x."

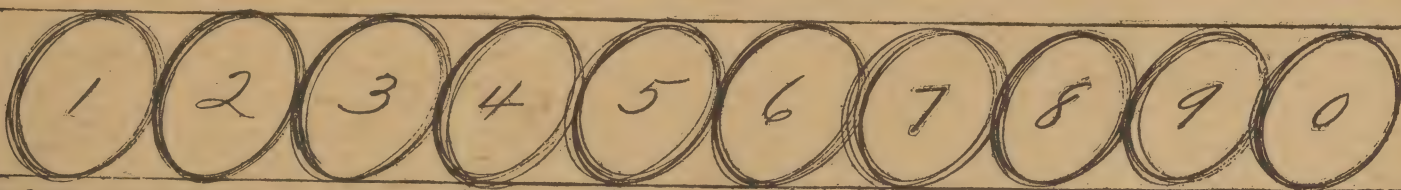
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Capital letters—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 3 2 4 4 3 3

Count for same—

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

See my pony run

and jump He will

win a prize Fair

*a*  
*n*

Stop o  
The t  
here. A t  
practice d  
mastered in  
prevail, an  
Capita  
Count

Count

The fig

7. 2  
of 6

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

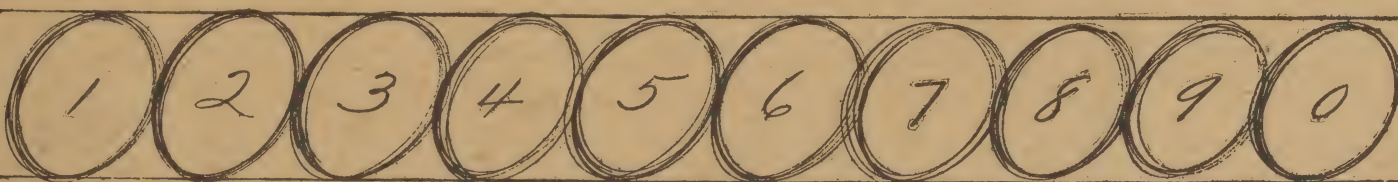
Stop or pause at "x."

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Capital letters—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
Count for same—  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

School is nice lllll

I love my teacher

Stop  
The  
here. A  
practice d  
mastered i  
prevail, an  
Capita  
Count

Count

The fi

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

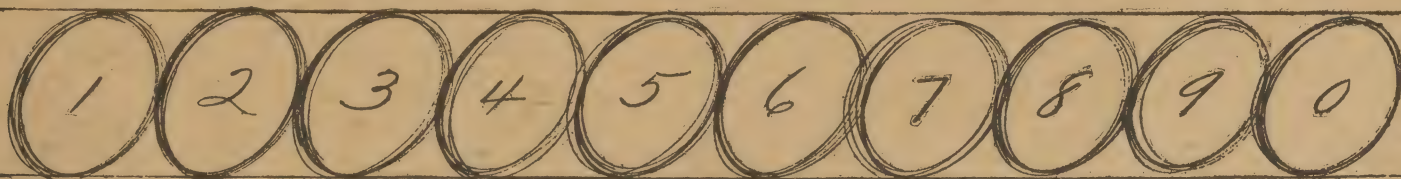
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Capital letters—  
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

and with go

the to at for

To center  
of body

- (1) Follow closely GENERAL INSTRUCTIONS—WATCH.
- (2) Trace the first 3 ovals 10 times and then reproduce below.
- (3) Trace "and" 10 times and then write it in your ovals—do not lift pencil.
- (4) Proceed with each word in same manner.

*C*  
*J*

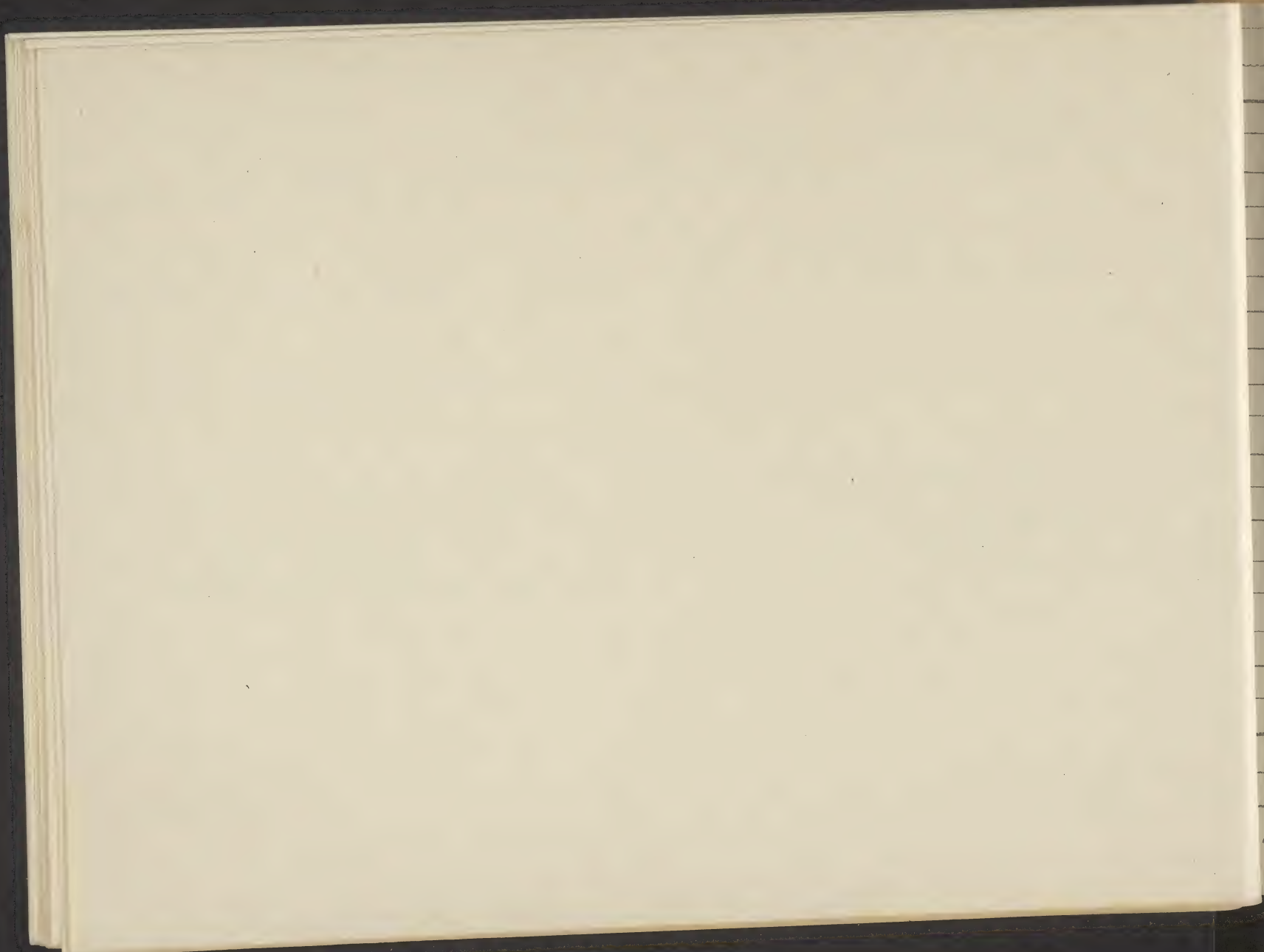
*a*  
*n*

Stop or  
The te  
here. A te  
practice dur  
mastered in  
prevail, and  
Capital  
Count f

Count f



the fig



A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

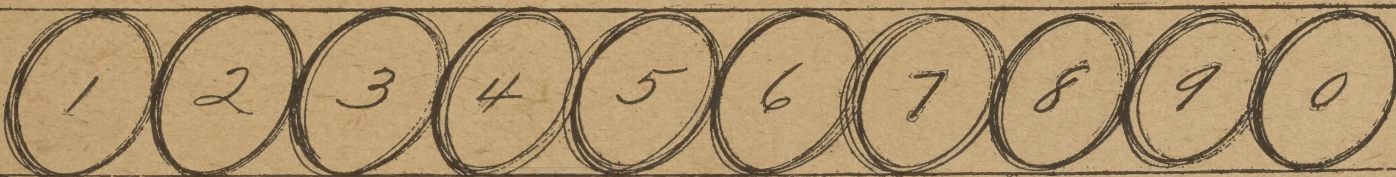
Stop or pause at "x."

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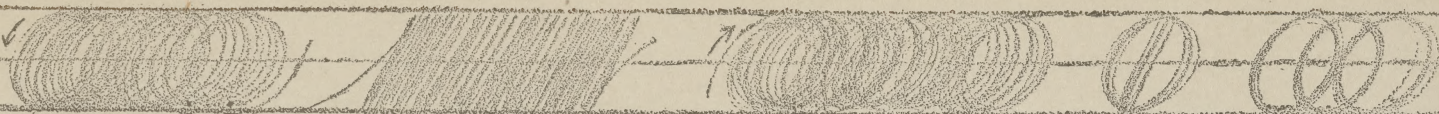
Capital letters—  
Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2



I have come to the  
end of my book.

See how I write.

To center  
of body

- (1) Follow closely GENERAL INSTRUCTIONS—WATCH.
- (2) Proceed as with previous pages.
- (3) This page is a test of what the pupils have learned about writing and should be preserved by the teacher for comparison with pages from Book 2, later.

*a*

*n*

Stop on  
The te  
here. A te  
practice du  
mastered in  
prevail, and  
Capital  
Count f

Count f

The fig

Locke  
Locke  
Locke  
Locke  
Writin  
p  
Writin  
Writin  
p

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

Stop or pause at "x."

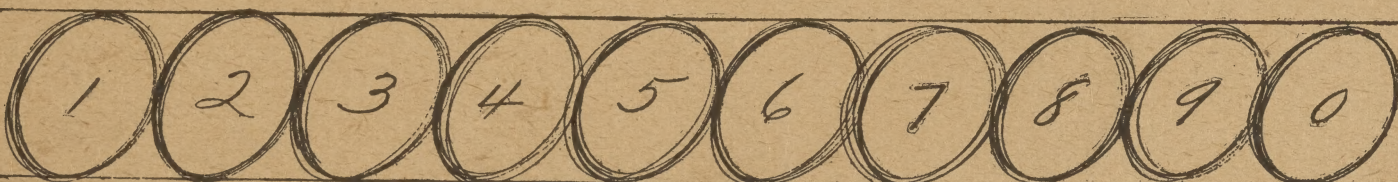
The teacher should master in practice as well as theory the fundamental principle of stops or pauses which is illustrated and emphasized here. A teacher, to be a good teacher or a good writer, must know and observe these pauses. Have the pupils learn these stops by degrees, as they practice during the formal writing period, or when they are practicing their names, or doing any other writing. Of course, these stops can no more be mastered in one or a dozen lessons than good writing can be mastered in a like number of lessons. However, they must be mastered before good writing will prevail, and so they must be taught by degrees, day by day, "Here a little, and there a little."

Capital letters—

Count for same—

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
2 3 2 3 3 3 3 4 3 2 4 3 4 3 2 2 3 3 3 3 3 2 4 4 3 3

Count for small letters—1 for e, i, l, and t—1 2 3 for m and w—and 1 2 for all the others.



The figures are given here in their order and just under each a figure to indicate the count for same—1 2 3 4 5 6 7 8 9  
(Count)—1 3 3 3 3 2 2 2 2

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## GENERAL INSTRUCTIONS

**NOTE.**—These instructions and those on each page are, for the purpose of direct appeal, addressed to the pupil. They are, however, intended for the guidance of the teacher, who should master them in every detail and be able to interpret them to the pupil in a way that they will be understood and observed strictly. If this is done the work will be pleasant and successful for teacher and pupil alike. Remember, we like what we do well and dislike what we do poorly. It is the teacher's privilege and duty to see that this work is well done. The way is made plain if these simple instructions are followed closely).

Study these instructions and illustrations to see that you have correct position of—

- (1) **Body**—erect—half turned facing left, not touching desk front nor back.
- (2) **ARMS**—both on desk.
- (3) **HANDS**—right hold pencil, left hold paper and adjust it.
- (4) **FEET**—resting naturally, flat on the floor.
- (5) **PAPER**—lower left corner to center of body.
- (6) **PENCIL**—the upper end of pencil points just below shoulder, held between thumb and 2 first fingers.
- (7) **MOVEMENT**—see that right arm glides smoothly in and out of the sleeve, resting on large muscle near elbow—the right hand gliding on the nails of the two little fingers.

Study each exercise to be practiced—**THINK**—do not scribble.

Preserve all exercises, placing them in pocket of this pad. Keep them for future study and practice. Note your improvement as you advance.

Develop light lines. To do this relax the right arm and let it play on the large, soft muscle near the elbow, and support the hand on the two little fingers, gliding on the nails—do not “squeeze” the pencil.

If you practice the exercises in this pad according to instructions you will improve.

Study these GENERAL INSTRUCTIONS and the SPECIAL instructions on the page before practicing any drill.

**REMEMBER**—you will improve as you practice in the right way. This book tells how. You will write poorly, fairly well or beautifully, just as you apply these instructions in your practice.

Writing must be done with speed—the lines must be light, the touch delicate, and certain pauses or stops must be observed. In the alphabet given, both the capitals and small letters are marked “x” to indicate where to stop or pause.

When upper half of page has been used for practice, tear the sheet off and slip it up so that the hand and arm may remain in correct position on the pad and desk.

### **NOTE—To the Teacher:**

It is not practicable for the Author to outline here, or lay down any hard and fast rules, about just when pupils should be able, and therefore encouraged, to use muscular movement in all their writing. However, this general rule should be observed conscientiously.

In all writing, have pupils follow closely the first six heads of General Instructions, watching position of Body, Arms, Hands, Feet, Paper, Pencil. If this is done, movement (7th head) will naturally follow in most normal cases. When pupils can do the exercises in this book with muscular movement they are prepared to make a start in using it for all written work, and the teacher will demonstrate her real skill just at this point by leading her pupils into the habit of muscular writing. The results, in these first attempts, will be unsatisfactory to teacher and pupils alike. But the teacher with her superior knowledge of the subject, can see further than the first crude attempts to the time when all of her pupils will develop into good writers, and so she can offer constant as well as skilful encouragement. Timely encouragement and enthusiasm will work wonders.

These General Instructions and the instructions on each page are brief, but they include every essential detail. They are for study, until completely mastered, and not for casual reading.

See the Author's suggestions, in Books 2 and 4, for further help on teaching.